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POLICY HANDBOOK FOR THE
GALESBURG HIGH SCHOOL LIBRARY

BY

THOMAS R. HOEHN

FIELD STUDY
SUBMITTED IN PARTIAL FULFILLMENT OF
EDUCATION 611 and 612

1972

TABLE OF CONTENTS

	Page
PREFACE.....	iv
I. INTRODUCTION.....	1
Purpose of the study	
Objectives	
Delimitations	
Methods	
Definition of terms	
II. POLICY HANDBOOK.....	5
Philosophy	
Goals	
Job Description	
Book Selection	
Daily Procedure	
III. SUMMARY.....	21
Recommendations	
APPENDIX 1 Magazine and Reference Book Checkout Card.....	23
APPENDIX 2 One Week Checkout Card.....	24
APPENDIX 3 One Period Checkout Card.....	25
APPENDIX 4 Two Week Checkout Card.....	26
APPENDIX 5 Vertical File Checkout Card.....	27
APPENDIX 6 Library Overdue Notice.....	28
APPENDIX 7 Fine Slip.....	29
APPENDIX 8 Official Call Slip.....	30
APPENDIX 9 Vertical File Catalog Card.....	31
APPENDIX 10 Regular Shelf Catalog Card.....	32
APPENDIX 11 Reference Shelf Catalog Card.....	33

	Page
APPENDIX 12 Special Shelf Catalog Card.....	34
APPENDIX 13 Request Form For Reconsideration of a Book.....	35
BIBLIOGRAPHY.....	36

PREFACE

The purpose of this study is to develop a policy handbook for the library at the Galesburg Senior High School in Galesburg, Illinois. It is hoped that this study will provide a means of direction for the Galesburg Senior High School Library in the next several years.

The writer wishes to express his appreciation to Dr. Reynolds and Dr. Wiseman under whose direction this study was carried out. A sincere thank you is extended to Miss Laurie Evans for typing the final draft.

INTRODUCTION

The longevity of librarians at Galesburg Senior High School has been a problem. Over the past five years, there has been a different librarian each year. Because of this problem, a definite lack of any type of established policies or goals exists at the Galesburg Senior High School Library.

In serving its school, a library should study and formulate what it should or should not attempt. A statement of goals based upon the library's resources and funds, needs to be developed. These statements need periodic review in the light of results achieved and of changes in the library situation.

Unified goals lead to specific policies. Policies govern programs and the daily procedures within a library situation. Policies should be stated so that a means of general direction can be developed.

Every library should have a written statement of policy covering the selection and maintenance of its collection of books and non-book materials. This policy should include an outline of the general purposes that the library is attempting to serve, as well as a statement of those specific aims which relate to the school's curriculum. A policy statement can not help but make clear the many areas in which it is easy to be vague.

1

Joseph L. Wheeler and Herbert Goldhor, Practical Administration of Public Libraries (New York: Harper and Row, Publishers, 1962), p. 4.

2

Mary Duncan Carter and Wallace John Bonk, Building Library Collections (New York: The Scarecrow Press, Inc., 1964), p. 30.

3

Ibid., p. 25.

A library can not render effective service without adequate and
competent personnel. ⁴ A written job description is essential for
employees, and also, as a basis for developing an effective administration.
The preparation of such a statement brings up many questions which can
be profitable to all individuals involved. In order to evaluate staff
performance, there has to be some type of measuring device to ascertain
whether the factor in question exceeds or falls short of the standard. ⁵

The above factors indicate a definite need for written policy
statements in reference to library operation. Since the Galesburg
Senior High School Library does not have any type of written statements
pertaining to the operation of the library, this study will focus on the
development of a policy handbook.

⁴
Kathleen B. Stebbins, Personnel Administration in Libraries
(New York: The Scarecrow Press, Inc., 1958), p. 8.

⁵
Wheeler, op. cit., p. 248. Refer to book cited in full
in N. 1.

Purpose of the Study

The purpose of the study is to develop a policy handbook for the library at the Galesburg Senior High School in Galesburg, Illinois.

Objectives

1. To develop a written philosophy in reference to the library.
2. To develop a book selection policy.
3. To develop specific goals.
4. To develop job descriptions for the librarian, the secretaries and student assistants.
5. To develop a written policy in reference to daily library procedures.

Delimitations

The library involved in the study will be the Galesburg Senior High School Library in Galesburg, Illinois.

Methods

Information related to the philosophy, the book selection policy, specific goals, job descriptions, and daily procedures will be extracted from professional library literature. Material written about the Galesburg Senior High School Library policies six years ago will be extensively revised.

Definition of Terms

Goals. Goals are what the library hopes to accomplish. 6

Job Description. The assembled information concerning the duties
7
and responsibilities of the job.

Policies. Policies are statements of guiding principles
employed in determining the course of action on particular subjects.
They are plans which may permit modified plans of action when the
8
details of situations require them.

6

Wheeler, op. cit., p. 4. Refer to book cited in full in N. 1.

7

Subcommittee on Job Analysis Manual and Classification and Pay
Plan Manual of the A. L. A. Board on Personnel Administration, Position
Classification and Salary Administration in Libraries (Chicago, Illinois,
1951), p. 2.

8

Rudyard K. Bent and Lloyd E. McCann, Administration of Secondary
Schools (New York: McGraw-Hill Book Company, 1960), p. 35.

PHILOSOPHY

This philosophy was developed by Mr. John Griffith, the present director of the Galesburg High School Learning Center. The following statements relate to the combined philosophy of the library and visual aids departments.

"The Learning Center concept attempts to gather together in one central place many kinds and varied materials on many different subjects. Here the student cannot only find books, reference materials, educational and informative displays, and microfilm, but films, filmstrips, records, tapes, single concept films, and programmed materials. Here a student can practice his oral class reports, listen to music, poetry and speeches of great men, listen to correct foreign language pronunciation and practice his own pronunciation. Here the student can, when supplied, listen to lectures he has missed or see films he has missed in class.

"The Learning Center should become a store house of multisensory instructional materials available to all students and faculty. The Learning Center should be a place where a student comes when he wants to use the facilities, whether it be just to read a newspaper, magazine or novel, look up reference materials, practice a speech, listen to a record or tape, or see a film on his special subject interest. The Learning Center should be one where students come willingly and not one where attendance is compulsory.

"Freedom of movement, conversation and use of materials should be permitted in the center, however, with the realization that with freedom comes responsibility. This responsibility must include the maintenance of a quiet atmosphere, a respect for the rights of others and a respect for property."9

GOALS

In serving its school, a library should study and formulate specific goals. With specific goals outlined, a library can develop its immediate and long-range program

Goals should be derived from a variety of sources: from the librarian's knowledge of the contemporary issues and trends in society, from his understanding of the school's curriculum, and his past observations and experiences. Staff members should also assist in the formulation of specific goals.

A statement of goals should be developed in a realistic fashion. These goals must reflect the library's funds and resources. All goals should be reviewed periodically because of the results achieved and the changes in the library situation.

10

The following is a list of goals which the Galesburg High School Library will work toward in the future:

1. To reorganize the present card catalog according to the American Library Association standards.
2. To develop an adequate vertical file.
3. To develop a library aid trianing program in which students will receive high school credit.
4. To work towards meeting the Standards for School Library Programs in Illinois and the American Library Association standards.

10

N. 1. Wheeler, op. cit., p. 4. Refer to book cited in full in

5. To provide students with current college and vocational career materials.
6. To promote an in-service program for teachers and students as to the content and usage of the library.
7. To provide reading material which will support the school's curriculum.
8. To hire additional staff, both professional and clerical to provide increased library services.

JOB DESCRIPTION

No library can offer effective service without competent personnel. The library's unique responsibility of serving as a non-partisan bureau of information for the students, necessitates personnel of the highest integrity and competence. The selection of qualified staff members and the conditions under which they work are basic factors to take under consideration when hiring
 11
 employees.

A written job description is essential for staff members and also acts as a base for developing an effective administration. The development of such a statement brings up many questions which can be advantageous to all individuals involved. In order to evaluate staff performance, some type of measuring device must be developed to ascertain whether the factor in question exceeds or
 12
 falls short of the desired standard.

With these factors in mind, the following basic job description has been developed for a librarian, a secretary, and student aids.

1. Administrative duties:
 - a. Development of goals and objectives
 - b. Over-all planning
 - c. Supervising work program

11

Stebbins, op. cit. p. 8. Refer to book cited in full in N. 4.

12

Wheeler, op. cit. p. 248. Refer to book cited in full in N. 1.

- d. Determining records and statistics
 - e. Developing and executing the budget
 - f. Determining supplies and equipment to be purchased
 - g. Preparing reports.
2. Personnel management:
 - a. Developing personnel policy
 - b. Training and instruction of employees
 - c. Employee evaluation.
3. Self-development:
 - a. Reading of professional material
 - b. Attending professional meetings
 - c. Visiting other libraries.
4. Public relations:
 - a. Giving talks
 - b. Planning displays and exhibits
 - c. Planning a publicity program.
5. Selection of material:
 - a. Developing policies for selection
 - b. Investigating school curriculum
 - c. Budgeting for the book fund
 - d. Selecting materials from book reviews, teacher requests, catalogs, and educational book lists
 - e. Examining material for discard and replacement
 - f. Deciding on acceptability of gifts.

6. Acquisition of material:
 - a. Scheduling purchases
 - b. Preparing data for orders
 - c. Placing orders
 - d. Verifying and approving book bills
 - e. Maintaining want lists.
7. Cataloging and classification:
 - a. Establishing cataloging and classification policies
 - b. Classifying
 - c. Assigning subject headings
 - d. Supervising physical upkeep of the card catalog
 - e. Recataloging and reclassifying.
8. Registration and circulation:
 - a. Developing rules and regulations for lending
 - b. Developing forms and records
 - c. Handling complaints.
9. Assistance to readers:
 - a. Explaining to patrons the arrangement and resources of the library
 - b. Assisting patrons to locate and select books
 - c. Answering reference questions
 - d. Assisting patrons in the use of the card catalog
 - e. Individual reading guidance
 - f. Informing readers about books relating to their special interest
 - g. Developing book displays and bulletin boards

10. Physical upkeep of material:
 - a. Establishing policies related to binding, mending and discarding
 - b. Supervising upkeep processes.
11. Care of shelves and files:
 - a. Planning shelving arrangements
 - b. Planning and supervision of book inventory.

13

The following is the job description for a secretary in the library at Galesburg High School.

1. To complete the circulation report.
2. To type cards for the catalog
3. To file catalog cards.
4. To shelvebooks.
5. To perform clerical duties in reference to the operation of the charging desk.

The following is the job description for student aids at Galesburg High School.

1. To perform charging duties for all library materials.
2. To take attendance.
3. To collect book fines.

 13

Subcommittee on Analysis of Library Duties of the American Library Association on Personnel Administration, Descriptive List of Professional and Nonprofessional Duties in Libraries (Chicago: American Library Association, 1948), p. 9 - 70.

4. To check in daily newspapers and magazines.
5. To understand the classification system and the card
14
catalog, and microfilm, readers.

BOOK SELECTION

An average person, observing the daily operations of a school library, might well ask himself which of all the jobs being performed is the most important one. Is it receiving books from a dealer, preparing cards and pockets, cataloging the books, or checking shipment invoices?

The fact is that the basic task of the school librarian is so unobtrusive that the average person might miss it. The librarian, sitting at his desk with a copy of Library Journal or Booklist represents the most important job of the librarian -- the selection of specific titles for his library.

The major responsibility of any school library is to supply the right type of books to its readers. The amount of satisfaction the reader discovers in the school library depends upon the types of books the librarian orders. If the librarian consistently orders books which are not related to the school's curriculum or of no interest to his patrons, he cannot expect to have an effective library. 15

"Every library should have a concrete statement of book selection policy, as a basis for selecting material and for use in explaining the library's policy as well as the exclusion or inclusion of specific items of material." ¹⁶ Up until now the Galesburg High School Library has not had a current book selection policy. It is for this reason that the following policy has been developed.

15

Cater, op. cit., p. 12-13. Refer to book cited in full in N. 2.

16

Ibid., p. 30.

The Galesburg High School Library book selection policy reflects the intent of the School Library Bill of Rights as endorsed by the Council of the American Library Association. The endorsement reads as follows:

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the LIBRARY BILL OF RIGHTS of the American Library Association and asserts that the responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

In selecting books, it is necessary to take into consideration current books, the initial collection, and the maintenance of the existing collection. It is important to develop the library collections systematically. The subject areas should be well balanced. Recommendations for materials to be added to the collections of the school library should be made by the teachers. They are specialists in their various fields and are qualified to make wise selections of titles. Pupils should play a part in selection of books. Teachers and librarians may encourage students to make suggestions of titles for purchase. It is a good way of arousing interest in books, reading and in the school library.¹⁷

17

Carter, op. cit., p. 33 - 34. Refer to book cited in full in N. 2.

Library collections should be continuously re-evaluated. Outmoded materials should be replaced with up-to-date materials. Materials which are no longer useful should be discarded. Books which are worn out should be replaced. A basic book collection should be maintained at all times.¹⁸

Gifts to the school library should be evaluated following the same standards as purchased materials. The librarian in most cases will try and accept only those gifts which have no strings attached. This policy can avoid various types of problems which may develop because the donor insists on a variety of restrictions. The librarian should have the authority to decide whether all or part of the gift should be added to the collection.¹⁹

The following steps should be followed each year as money is appropriated for library materials by the Board of Education.

1. A notice is sent to the faculty by the librarian requesting book titles for purchase.
2. Aids in selecting book titles are supplied so that teachers have a chance to examine materials and use the latest book company catalogs. Standard aids are Wilson's Standard Catalogues for Junior and Senior High Schools, Bowker's Books in Print, A. L. A. Recommended Books, Children's Catalog, Gateways to Readable Books, Logasa's Historical Fiction, Logasa's Historical Non-fiction, as well as many catalogs from individual book companies and jobbers. In addition to these aids, the teachers use for their individual subject matter areas, prepared lists which they have received and reviewed at institutes, workshops, summer school and through professional magazines.
3. If a department wishes to meet as a group with the librarian to order materials, a meeting will be scheduled.
4. Each teacher uses the form provided to list his book requests. He is required to give the author, title, and name of person requesting the material.
5. Materials for the school library should be purchased throughout the school year.
6. The final authority for books to be acquired rests with the librarian and the school's administration.

18

Carter, op. cit., p. 43. Refer to book cited in full in N. 2.

19

Ibid., p. 220.

It is stressed that all materials ordered by the teacher should be based on knowledge of the course for which they are ordering and of the pupils to be served. Quality of content and format, as well as instruction, should be given careful consideration. Selection should be systematic so that resulting collections of materials will serve the total program.

DAILY PROCEDURES

There is a wide variety of daily procedures that must be completed if the library is to be run in an effective manner. Daily procedures at the Galesburg High School Library can be broken down into six general classifications. These classifications are as follows:

1. Management of charging desk
2. Classification of materials
3. Assistance to Patrons
4. Self-development
5. Personnel management
6. Public Relations.

The management of the charging desk includes a variety of daily tasks that must be done correctly if the desk is to be operated in an effective manner. The following is a list of these daily tasks:

1. Checking out of library books
2. Checking out of reference books (See Appendix 1)
3. Checking out of vertical file materials (See Appendix 5)
4. Preparation of library overdue notices (See Appendix 6)
5. Preparation of fine slips (See Appendix 7)
6. Preparation of official call slips (See Appendix 8)
7. Providing information for patrons
8. Reshelving of books
9. Checking in magazines.

20

 20

Subcommittee on Analysis of Library Duties of the A. L. A. Board on Personnel Administration, op. cit., p. 54 - 57. Refer to book cited in N. 13.

The classification of materials is a professional task that must go on daily. The variety of materials includes vertical file information, career booklets, and books. Below is a list of daily tasks the librarian must follow in reference to the classification of materials:

1. Classify vertical file material for card catalog (See Appendix 9)
2. Classify career materials
3. Classify books according to American Library Association specifications.
4. Determine how the cards for the card catalog will be classified.
 - a. Regular book (See Appendix 10)
 - b. Reference book (See Appendix 11)
 - c. Reserve book (See Appendix 12).
5. Determine the loan period for books
 - a. Two weeks (See Appendix 4)
 - b. One week (See Appendix 2)
 - c. One period or overnight (See Appendix 3).

21

Assistance to teachers and students is an important daily task. There are times when the clerical staff is not able to provide the needed assistance and the librarian must be consulted. Below is a list of types of assistance offered to library patrons by the entire library staff:

1. Location of materials on a particular topic

 21

Subcommittee on Analysis of Library Duties of the A. L. A. Board on Personnel Administration, op. cit., p. 44 - 47. Refer to book cited in full in N. 13.

2. How to use the card catalog
3. How to carry out a research project
4. Library orientation
5. Assistance to teachers in selecting titles for the library
6. Obtaining materials requested
7. Furnishing information about books, authors, and publishers
8. Compiling and distributing reading lists

Self-development has reference to the qualifications of the librarian in relationship to the effective operation of the library. The time required for self-development activities is considerable. Many times outside time must be spent on self-development. The list below suggests some of the daily tasks related to self-development:

1. Reading of professional literature
2. Visiting other libraries
3. Attending professional meetings
4. Examining new publications.

Personnel management is concerned with delegating specific duties and responsibilities to various members of your staff. At the Galesburg High School Library, the librarian is responsible for the following duties:

1. Setting up personnel policy
2. Making job analyses
3. Training and instructing employees

22

Subcommittee on Analysis of Library Duties of the A. L. A. Board on Personnel Administration, op. cit., p. 61 - 65. Refer to book cited in full in N. 13.

23

Ibid., p. 26 - 27.

4. Developing rules and regulations governing employees
5. Supervising work and time schedules
- 24
6. Conducting staff meetings.

The effectiveness of any library depends on the extent to which its policies and goals are understood by its patrons. A well administered library will have a public relations program designed to show how the library functions. This will involve a variety of activities such as:

1. Planning publicity programs
2. Planning displays and exhibits
3. Arranging for visits to the library
4. Writing library bulletins and news letters
5. Giving talks
- 25
6. Handling suggestions and complaints (See Appendix 13)

These are just a few of the daily tasks that must be taken care of on a day to day basis, if the library is to be run in an effective manner.

24

Subcommittee on Analysis of Library Duties of the A. L. A. Board on Personnel Administration, op. cit., p. 18 - 24. Refer to book cited in N. 13.

25

Ibid., p. 29 - 32.

SUMMARY

For the past several years the Galesburg High School Library has had a number of different librarians. Because of this factor, the lack of established goals and policies prevails.

There are certain things a library can and cannot do, depending upon the particular situation. No matter what the library situation is, there is a definite need for a statement of library goals and policies. These statements must be revised periodically in light of past accomplishments and future needs.

Throughout the entire paper there have been various references indicating a definite need for a policy handbook for the Galesburg High School Library. The policy handbook should include the general purposes of the library, and a statement of specific aims which are correlated with the school's curriculums.

Effective personnel is a valuable asset in any library situation. In order to evaluate personnel, some type of criteria must be developed. A job description which includes the duties and responsibilities of the employee can be used as an evaluative factor.

Since the Galesburg High School Library does not have a policy handbook of any type, one had to be developed. This paper has focused on this specific situation, and has attempted to alleviate this problem. This is the first attempt to develop a policy handbook for the Galesburg High School Library.

In the next several years, various changes will be made as policies and the library situation change. This policy handbook will act as a foundation for future years to come.

RECOMMENDATIONS

With the culmination of this paper, the following recommendations are suggested:

1. This policy handbook be accepted and approved by the Board of Education as the policies and procedures to be followed at the Galesburg High School Library.
2. Each year the entire policy handbook be reviewed and revised where necessary, in light of past achievements and changes in the present library situation.

APPENDIX 5
Vertical File Checkout Card

This card will be used for the checking out of all vertical file materials. The materials can be renewed once, if they have not been requested by another student.

VERTICAL FILE CHECKOUT CARD

Name

Date

Subject (s)

Date due back

APPENDIX 6
Library Overdue Notice

This notice will be sent to all students when the materials they have borrowed are overdue.

GALESBURG SENIOR HIGH SCHOOL

Library Overdue Notice

Homeroom_____ 19_____

----- You have overdue (book)
 (book fine) -----
 (magazine)
 (pamphlet)
 (reserve book)

You have lost all further use of the library until the above obligations are taken care of.

5 cents a day is charged overdue due books.

5 cents a period is charged for overdue reserve books.

Mr. Hoehn, Librarian

APPENDIX 7
Fine Slip

This form will be used to keep track of overdue materials.
This slip will be removed from the active file when the obligation
has been satisfied.

FINE SLIP

Name

Advisory

Accession No.

Call No.

Author

Title

Date Due

Date Returned

Fine

Paid

Comment

APPENDIX 8
Official Call Slip

This form will be sent to all students after they have disregarded the library overdue notice. If this notice is disregarded, the student's name is turned into their class counselor.

Form 74

COMMUNITY UNIT SCHOOL DISTRICT NO. 205
OFFICIAL CALL SLIP

Room No..... 19.....

I should like to see

during..... today in.....

Time.....

Principal
Dean
Counselor
Office

APPENDIX 9
Vertical File Catalog Card

This card will be placed in the card catalog. The card will indicate that there is some information on a particular subject area (Drugs) located in the vertical file.

DRUGS

**Material is located in the
Vertical File**

APPENDIX 10
Regular Shelf Catalog Card

This card will be placed in the card catalog. The card will indicate that this particular book is located on the regular shelf and can be checked out for a two week period.

741
C

Collier, Graham
Form, space, and vision; understanding art, a discourse on drawing.
Foreword by Sir Herbert Read. 3d ed.
Prentice-Hall [c1972]
304p illus

A college text which provides the student with an art vocabulary and insight into the aesthetic experience

1 Drawing 2 Creation (Literary, artistic, etc) I I

03532

531890

©THE BAKER & TAYLOR CO.

APPENDIX 11
Reference Shelf Catalog Card

This card will be placed in the card catalog. The card will indicate that this particular book is located on the reference shelf and can be checked out overnight.

REF SOUTHERN STATES--HISTORY--1775-1865
975.03 **Eaton, Clement, 1898-**
Eat A history of the Old South. 2d ed. New York, Mac-
 millan, 1966,
 xiv, 562 p. illus., maps, ports. 24 cm.
 Bibliography: p. 512-541.

1. Southern States--Hist.--Colonial period. 2. Southern States--
Hist.--1775-1865. i. Title.

F213.E2 1966 975.03 66-10399
Library of Congress (87f5)

APPENDIX 12
Special Shelf Catalog Card

This card will be placed in the card catalog. The card will indicate that this particular book is located on a special shelf and can be checked out for one period during the day or for an overnight loan.

SPECIAL SHELF - ASK AT DESK

796.7
P

Parks, Wallace

Drag racing: yesterday and today; the story of the fastest sport in the world; by Wally Parks. Trident [c1966]

240p illus ports

Traces the evolution of drag racing, detailing the outstanding cars, races, and events of its history. Glossary

1 Automobile racing I T

0359 1

531890

©THE BAKER & TAYLOR CO.

APPENDIX 13
Request For Reconsideration of a Book

The use of the following form was viewed favorably in 1963 by the National Council of Teachers of English as a part of the way schools might respond to the request (demand) that certain books not be used in the school by individuals in the community. ALL COMPLAINTS ARE TO BE REFERRED TO THE BUILDING PRINCIPAL.

Author _____ Hardcover _____ Paperback _____

Title _____

Publisher (if known) _____ Request initiated by _____

Telephone _____ Address _____ City _____

Complainant represents

_____ himself

_____ (name organization)

_____ (identify other group)

1. To what in the book do you object? (Please be specific: cite pages.) _____
2. What do you feel might be the result of reading this book? _____
3. For what age group would you recommend this book? _____
4. Is there anything good about this book? _____
5. Did you read the entire book? _____ What parts? _____
6. Are you aware of the judgment of this book by literary critics? _____
7. What do you believe is the theme of this book? _____
8. What would you like your school to do about this book?
 _____ do not assign it to my child
 _____ withdraw it from all students as well as from my child
 _____ send it back to the English department for re-evaluation
9. In its place what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization? _____

Signature of complainant

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(Typewritten.)